

Unit Planning Guide: Grade 2 - Unit 6 of 6

Unit Title: Sights and Sounds of Poetry	Pacing (Duration of Unit): 5 weeks
Grade: 2	Buffer Day(s): 2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RL.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Ask for clarification and further explanation as needed about the topics and tests under discussion

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences
- L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.

<p>L. 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3a Compare formal and informal uses of English</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3d Decode words with common prefixes and suffixes.</p> <p>RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4a Read grade-level text with purpose and understanding.</p> <p>RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> Poetry is an expression of ideas and emotions written in a relatively short, concise format or structure. Poetry looks and sounds different from prose. We read poetry differently than prose to understand a poet's meaning and point of view. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> What is poetry? How is poetry different from prose? How do images or sounds help us to understand the meaning of a poem?
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- Poets use a variety of literary techniques to create meaning, imagery, and mood.
- Writing about what you have read helps to clarify understanding.

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Some of the differences between poetry and prose.
- The structure of poems (lines and stanzas)
- How the poetic techniques of rhythms, rhyme, alliteration and repetition create sound imagery.
- The value of reading and rereading poems to understand and connect to the poet's meaning and point of view.

Academic Vocabulary

Lines
Stanzas
Alliteration
Rhyme
Rhythm
Repetition
Poetry
Prose

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Discussion the difference between a poem and prose.
- Recognizing the structural elements of a poem (lines and stanzas)
- Recognizing some elements of poetry that contribute to the sound of a poem (rhythm, rhyme, alliteration, repetition)
- Inferring a poem's meaning through a close reading of words, lines, and stanzas.
- Discussing a poem in collaborative groups, citing evidence-supporting ideas
- Comparing and contrasting two or more poems on the same topic
- Reading poems accurately, fluently, and with expression that reflects an author's point of view.